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ABSTRACT

This is a description of a training course for human services personnel which covers a major function of comprehensive manpower development programs. Seminar in Substance Abuse provides an overview of methods for delivering services to substance abusers. The course is designed to assist persons experienced in working with substance abusers by refining and broadening the scope of services which can be offered through substance abuse service centers and governmental programs. (Author)

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SEMINAR IN DRUG ABUSE — HRD 469
A Higher Education Course Monograph

No. 5 in a Series

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Oakland University, Rochester, Michigan

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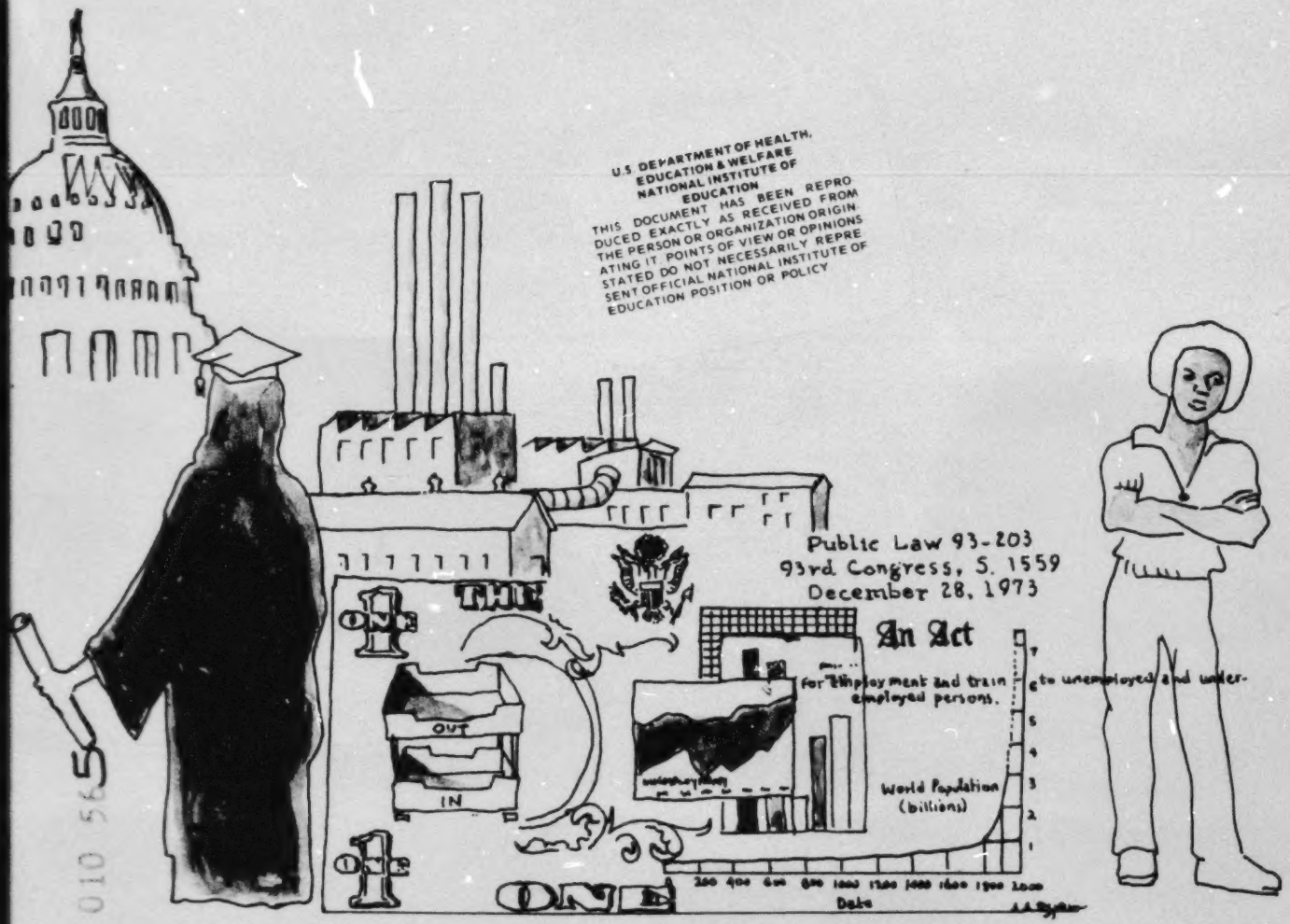

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CG 010 565

Seminar in Substance Abuse - HRD 469

A Course Monograph

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A description of a training course for human services personnel which covers a major function of comprehensive manpower development programs. Seminar in Substance Abuse provides an overview of methods for delivering services to substance abusers. The course is designed to assist persons experienced in working with substance abusers by refining and broadening the scope of services which can be offered through substance abuse service centers and governmental programs.

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PREFACE

This monograph is one of a series describing courses developed for a curriculum in higher education which prepares personnel for employment in local, state and regional levels of Manpower Administration programs. This course, HRD 469 - Seminar in Substance Abuse, is a basic core course in the bachelor of science degree in human resources development with a concentration in manpower development at Oakland University.

Faculty members at other colleges or training directors for governmental units will find this monograph useful in establishing educational programs for current or future manpower program employees. This course is divided into modules, each covering a few hours of instruction which may serve as the basis for short-term training sessions.

This course has been developed by Mary L. Otto, a faculty member who has experience working with manpower grants and with substance abuse counseling services.

The last page in this monograph is an evaluation form. We request that you return it after you have had time to examine the monograph and its possible uses to you. Your feedback will be of great assistance to us in preparing future monographs. Thank you.

A description of the B.S. in HRD program and similar monographs of other courses which have been designed especially for manpower work are being prepared. For more information write or call:

Wm. F. Moorhouse, Director
Manpower Development Higher Education System
Oakland University
Rochester, Michigan 48063

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1.0 INTRODUCTION

1.1 Description of Curriculum: Concentration in Manpower Development

The Concentration in Manpower Development is a major component of the bachelor of science degree in human resources development offered by the Human Resources Development Area of the School of Education at Oakland University (see Fig. 1). The main goal is to provide a program which will help students to acquire the knowledge, skills and attitudes necessary to function effectively in entry-level positions in manpower programs at the local, county, state and regional levels.

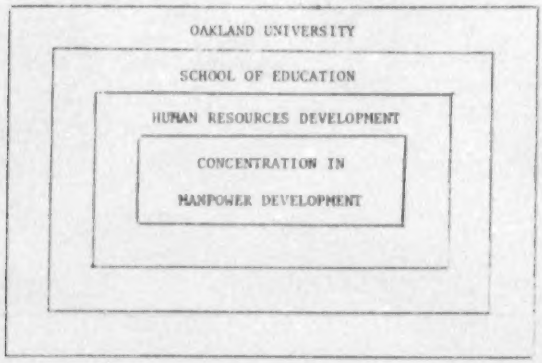


Figure 1: Location of Manpower Concentration

The B.S. in human resources development is a 124 semester credit degree of which 64 credits are devoted to general education in academic skills and to appropriate electives. General education includes: communication and writing skills, symbolic systems (such as mathematics, computer programing or modern language), three or more foundation courses in the social sciences (such as economics, political science, sociology and psychology) and one or more courses in natural science, history and studies of other areas of the world or arts.

The remaining 60 semester hours of credit comprise the professional concentration in manpower development. There are three major components within this concentration: cognate courses, basic core courses which include an internship in a manpower program setting and a selection of courses in various specialties of manpower work. Each component emphasizes a different area of professional preparation and provides flexibility which allows students to draw upon a wide range of course work. Figure 2 illustrates the parts of the degree program followed by a brief description of each of the three components of the concentration in manpower development.

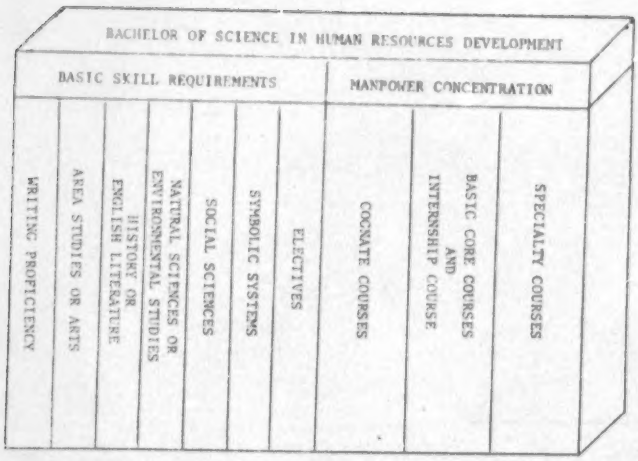


Figure 2: HRD Course Distribution

1.11 The Cognate Course Area

Within the 60-credit concentration in manpower development each student is required to take a minimum of 24 credits chosen from a wide selection of upper division courses which are regularly offered within the university in the subject areas of: economics, management, political science, psychology, sociology/anthropology or speech communication. Students must have previously taken prerequisite courses under the basic skills requirement or as electives.

Courses chosen for the cognate area must include the following:

a. A course which includes methods of research and/or statistics
b. A course which deals with social change
c. An advanced course in psychology
d. An advanced course in sociology
e. A selection of other courses approved for the cognate area to make a minimum total of 24 semester hours credit in the fields such as: computer science, economics, management and political science.

1.12 Basic Core, Internship and Specialty Courses

As a part of the concentration in manpower development, each student is required to take a minimum of 24 to 28 semester hours credit from a selection of applied courses offered under the labels HI (Human Interaction) and HRD (Human Resources Development) plus an "Internship in Human Resources Development," 8 to 12 credits, for a total of 60 semester hours credit including the 24 credits in the cognate area.

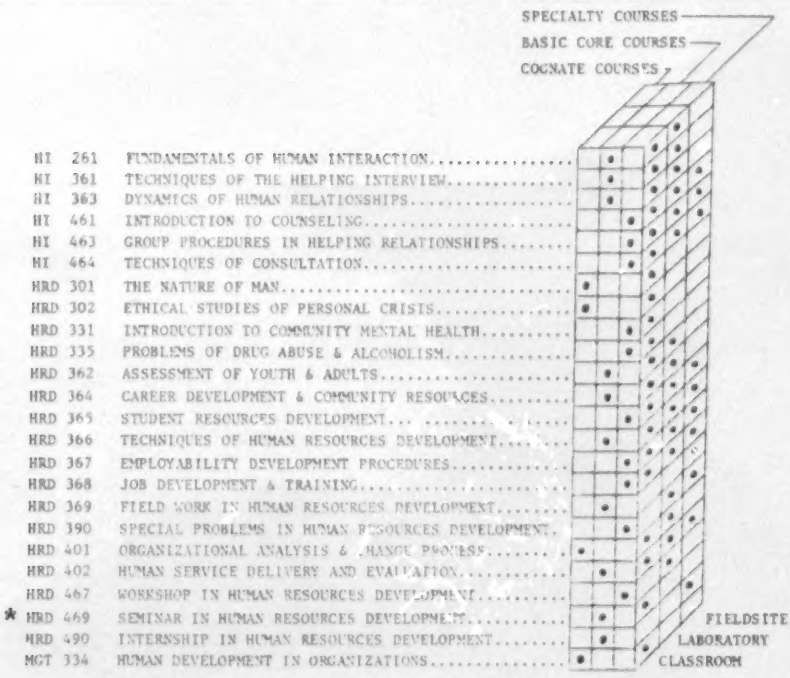
The HI and HRD courses are those offered by the Human Resources Development Area faculty. They are interdisciplinary in nature and have been designed cooperatively with advice from community agency and governmental personnel.

1.2 Positioning of Course Within Curriculum

The following is a list of the courses which were developed for the human resources development curriculum. They are the courses which have been added, to date, at the undergraduate level, to offerings already available within Oakland University which are relevant for the preparation of personnel for work in human resources development programs. They are classified as to the part of the manpower development concentration where they may be applied, such as cognate, core, or specialty courses. Also, the various sites where instruction takes place are indicated such as: classroom, laboratory (simulation) or field site.

*HRD 469 Seminar in Substance Abuse is a basic core course within the HRD curriculum and utilizes classroom strategies.

NEW COURSES DEVELOPED FOR THE HUMAN RESOURCES DEVELOPMENT CURRICULUM **


SPECIALTY COURSES
BASIC CORE COURSES
COGNATE COURSES
HI 261 FUNDAMENTALS OF HUMAN INTERACTION
HI 361 TECHNIQUES OF THE HELPING INTERVIEW
HI 363 DYNAMICS OF HUMAN RELATIONSHIPS
HI 461 INTRODUCTION TO COUNSELING
HI 463 GROUP PROCEDURES IN HELPING RELATIONSHIPS
HI 464 TECHNIQUES OF CONSULTATION
HRD 301 THE NATURE OF MAN
HRD 302 ETHICAL STUDIES OF PERSONAL CRISIS
HRD 331 INTRODUCTION TO COMMUNITY MENTAL HEALTH
HRD 335 PROBLEMS OF DRUG ABUSE & ALCOHOLISM
HRD 362 ASSESSMENT OF YOUTH & ADULTS
HRD 364 CAREER DEVELOPMENT & COMMUNITY RESOURCES
HRD 365 STUDENT RESOURCES DEVELOPMENT
HRD 366 TECHNIQUES OF HUMAN RESOURCES DEVELOPMENT
HRD 367 EMPLOYABILITY DEVELOPMENT PROCEDURES
HRD 368 JOB DEVELOPMENT & TRAINING
HRD 369 FIELD WORK IN HUMAN RESOURCES DEVELOPMENT
HRD 390 SPECIAL PROBLEMS IN HUMAN RESOURCES DEVELOPMENT
HRD 401 ORGANIZATIONAL ANALYSIS & CHANGE PROCESS
HRD 402 HUMAN SERVICE DELIVERY AND EVALUATION
HRD 467 WORKSHOP IN HUMAN RESOURCES DEVELOPMENT
* HRD 469 SEMINAR IN HUMAN RESOURCES DEVELOPMENT
HRD 490 INTERNSHIP IN HUMAN RESOURCES DEVELOPMENT
MGT 334 HUMAN DEVELOPMENT IN ORGANIZATIONS
FIELDSITE
LABORATORY
CLASSROOM

** NOTE: IN ADDITION, THERE ARE NUMEROUS OTHER APPROPRIATE COURSES OFFERED REGULARLY WITHIN THE UNIVERSITY IN ECONOMICS, EDUCATION, MANAGEMENT, MATHEMATICS, POLITICAL SCIENCE, PSYCHOLOGY, RESEARCH AND COMPUTER SCIENCE, SOCIOLOGY/ANTHROPOLOGY, STATISTICS AND OTHER ELECTIVES WHICH MAY BE APPLIED TOWARD THE BACHELOR OF SCIENCE IN HUMAN RESOURCES DEVELOPMENT.

1.3 Statement of Course Purpose

The purpose of the course, Seminar in Substance Abuse, is to familiarize participants with methods for delivering appropriate services to substance abusers. Many individuals are working in substance abuse centers without adequate training to provide a broad range of services needed by the clientele. Others are working in non-substance abuse oriented government programs but find themselves constantly confronted with substance abuse problems which they are unable to handle themselves or to refer to an adequate service center.

2.0 COURSE DEVELOPMENT PROCESS

2.1 Description of Course Development

The development of this course was influenced by:

a) the number of persons working in manpower programs who found themselves confronted with substance abuse related problems,

b) this university's successful training program for county employees providing substance abuse services.

This seminar was designed prior to the fall semester, 1974. Formal promotional material was not distributed in order to keep enrollment small. Local manpower service agencies were informed verbally that the course would be available for enrollment by their employees.

2.2 Description of Module Development

The development of each instructional module was based on the following general premises:

a) that ability and/or knowledge will be demonstrable in class,

b) that increased awareness of the problem and its related behaviors will enable participants to deliver better services,

c) that specific information about available services and procedures for establishing services will broaden the scope of referral sources.

3.0 MODEL OF COURSE STRUCTURE

3.1 Course Goals

a) To enable the participants to deliver a wider range of services to substance abusers.

b) To increase the quality of services being delivered by the participants.

3.2 Course Content

a) General information about drugs
b) Information about the life styles of persons who abuse drugs
c) Skill in working with substance abusing clients
d) Services available in local area
e) Funding procedures and resources

3.3 Instructional Strategies

a) Discussion of drugs with the instructor(s) and guest speakers as informational sources.
   Two three-hour class sessions with entire class.
   One three-hour class session in small groups with facilitators.

b) Discussion about life styles of substance abusers with ex-substance abusers as informational sources.
   Two three-hour class sessions with entire class.
   One three-hour class session in small groups with facilitators.

c) Presentation of skill models for working effectively with substance abusers by instructor (and if available by competent substance abuse workers from local agencies).
   One three-hour class presentation.
   Three three-hour classes in small groups for practice sessions with facilitators and instructor.

d) Discussion of some local services by instructors with descriptions about how to determine the quality of the available services.
   One three-hour class session for lecture/discussion.

e) Description of how to write a proposal for funding by instructor and by state representative from the substance abuse funding office.
   Three three-hour classes with two hours devoted to lecture/discussion and one hour each class to small group work and planning.

3.4 Assessment System/Evaluate Performance

3.41 Pre-assessment

Pre-assessment is completed essentially on the basis of the prerequisites for entry into the course which assumes some background and/or formulated reasons for taking the course. A drug I.Q. test is given the first night of class to activate discussion, but it also generates information regarding present knowledge about drugs (see Appendix A.1).

3.42 Interim Assessment

Assessment of students' work during the entire course is done on the basis of five major assignments and the quality of group participation as determined by the instructor and facilitators.

Assessment of the course and instructor(s) is completed by mid-term written evaluations by students in which they are asked to state their opinions and make suggestions.

3.43 Terminal Assessment

For this course terminal assessment is a culmination of work done during the entire semester.

The following list of performance objectives for students (should be made available to students at the beginning of the course) can be used as a guideline for terminal assessment.

Performance Objectives:

a) Demonstrate knowledge about street and legal drugs on written exams,

b) Demonstrate an awareness of the life styles of drug abuser via discussion in small group sessions,

c) Demonstrate skill in working with substance abusing clients in video-taped or audio-taped interviews and/or in formulation of a treatment plan on paper,

d) Provide a detailed description on paper of services available in twenty-five mile radius of your place of employment,

e) Complete a written proposal for funding some aspect of a substance abuse treatment program.

The instructor is evaluated at the end with a standard form (see Appendix A.2) provided by the university.

4.0 DESCRIPTION OF INSTRUCTIONAL MODULES

There are five modules in this course with selected reading material for four of those modules. Bibliography of reading materials is included in Appendix A.3.

Module 1 General Information on Drugs
Class sessions 1-3
Reading assigned at first class session
a) Conscientious Guide to Drug Abuse
b) The Facts About Commonly Used Drugs

Module 2 Life Styles of Substance Abusers
Class sessions 4-6
No reading assignments/continue reading material assigned during Module 1.

Module 3 Skills for Helping the Substance Abuser
Class sessions 7-10
Readings assigned prior to session 7
a) "Alternatives to Drugs"
b) Counseling Strategies and Objectives

Module 4 Services in Local Area
Class session 11
No reading assigned for this module

Module 5 Funding Procedures and Resources
Class sessions 12-14
Reading assigned prior to session 12
a) Grantsmanship is Never Having to Say You're Broke

4.1 Module 1 General Information on Drugs

4.11 Rationale

The purpose of the first module in the course is to assure that all members of the class have similar information about street and legal drugs.

4.12 Instructional Objectives

4.121 Terminal Objectives

a) Participants to demonstrate knowledge on written exam,

b) Participants to have essentially the same basic information via instruction and sharing data.

4.122 Interim Objectives

b) To provide an impetus for students to begin communicating via sharing information,

b) To acquaint students with experts from the community.

4.13 Description of Instructional Content

Subject matter/Instructional content:

a) Legally produced drugs and how used on the street and how meant to be used with legitimate prescription.

b) Illegal drugs produced in clandestine laboratories and the effects of consumption.

c) Alcohol as number one abused drug with the greatest number of deaths resulting from its use.

d) How drugs are purchased on the street and in drug houses.

e) Legal implications of selling/using drugs.

f) Description of what happens during a bust.

g) Description of the money-making side of the drug business.

h) Display of drugs and equipment for shooting, smoking and snorting drugs.

i) Explanation of street terms as they occur in discussion/ lecture.

4.14 Description of Instructional Strategies

4.141 Drug I.Q. exam is given to class at first meeting. Takes approximately one/half hour to complete. Students grade each others' exams.

4.142 In the process of providing the correct answers, the instructors provide explanations of all terms used on the test.

Time/Space Allocation
This assignment is best conducted with entire class. Arranging chairs in a circle facilitates discussion. The test answer/ discussion can be completed in two or three hours.

During the second meeting a guest speaker is invited to discuss drugs (either a pharmacologist or a vice-squad person are excellent resources at this time).

The instructor and the guest speaker provide information to the students not covered during previous class session.

The information emphasized obviously depends on what the speaker's area of expertise is as related to drugs. The instructor can also change the emphasis of the first class to coincide with the guest speaker.

4.15 Evaluation Process

A brief exam is administered at the beginning of the third class and is followed by small group discussions with facilitators. Facilitators may be graduate students or interested community persons working in the substance abuse field.

4.2 Module 2 Life Style of Substance Abusers

4.21 Rationale

The purpose of this module is to make students aware of the environmental and personal pressures on the substance abuser to retain his drug-taking behavior.

4.22 Instructional Objectives

4.221 Terminal Objectives

a) Participants able to discuss the information given them by drug abusers and ex-abusers.

b) Participants able to provide more comprehensive help due to increased understanding of their client's environment.

4.222 Interim Objectives

a) To have participants review their own values in discussion with guest speakers.

b) To have participants examine their values with each other in group discussion.

4.23 Description of Instructional Content

a) Life style may be as psychologically addictive as drugs and therefore impact the drug abuser to remain in present state.

b) What it feels like to withdraw from a drug habit whether the addiction is psychological or physical.

c) Description of the life styles of the guests as drug users.

d) Various reasons for beginning to use drugs excessively.

e) Feelings of guest speakers about drug use in their lives now.

f) Statements about what counselors and other helpers can do to be helpful.

g) Discussion about what it's like to give up an old life style and start a new one.

4.24 Description of Instructional Strategies

Guest speakers:

Class #4 - 1. Ex-heroin addicts
2. Ex-alcoholics
Class #5 3. Present drug abusers (narcotics and non-narcotics
4. Active alcoholics

The guest speakers will be asked to come to talk with the entire class for two consecutive class sessions. During the third class session in this module, the students will discuss in small groups their reactions to the speakers and examine their values.

4.25 Evaluation Process

Evaluation of the value of this module to students will be determined in their discussion session with facilitators.

4.3 Module 3 Skills for Helping the Substance Abuser

4.31 Rationale

The purpose of this module is to refine and develop the helping skills of the participants.

4.32 Instructional Objectives

4.321 Terminal Objectives

a) Demonstrate helping skills in audio and/or video tape interviews,

b) Formulate treatment plan for working with a substance abusing client.

4.322 Interim Objectives

a) Acquire information about different treatment styles,

b) Become aware of alternatives to drug abuse.

4.33 Description of Instructional Content

a) Listening skills
b) Confrontation skills
c) Contracting with a client
d) Planning for change with clients
e) Developing realistic goals
f) Alternatives to drug abuse

4.34 Description of Instructional Strategies

Instructor discusses important elements of working with a substance abusing client and demonstrates those skills in an interview. (When community agency counselors are available, they can supplement by providing additional demonstrations.)

Instructor develops treatment plan for a case study presented to the class. This can be done the last hour of session #7 or the first hour of session #8.

Class sessions 8, 9, and 10 are conducted in small groups with facilitators. During these sessions the instructor should move from group to group watching and listening to the performance of students.

Video and Audio Taping Procedures
A complete set of video equipment is needed. This includes a monitor, a tape deck and a video camera. Students practice helping skills with classmates acting as clients. The student-helper and the client have a twenty minute helping session in a room with camera. The rest of the group watches the interview on the monitor and prepare critiques of the interview. When the students return to the rest of the group, the facilitator reviews portions of the tape and the entire group discusses the success and failures of various techniques. The student, acting as client, provides important feedback about the effectiveness of the student-helper.

Audio taping is done with the use of cassette recorders.

4.35 Evaluation Process

The skill of the participants is judged by the facilitators and the instructor.

The quality of a treatment plan done as a homework assignment is assessed by the instructor.

Students are asked to write a one-page evaluation of the course, the instructor and the facilitators at this point in the course.

4.4 Module 4 Services in Local Area

4.41 Rationale

The purpose of this module is to provide information to participants about some of the services available in the local area.

4.42 Instructional Objectives

4.421 Terminal Objectives

a) Students are able to acquire information about available services for referral purposes.

b) Provide a detailed description of services available in local area.

c) Students learn to evaluate quality of services.

4.43 Description of Instructional Content

a) What services are reported to be provided? What services are actually provided?

b) External comfort of facilitators

c) Friendliness and helpfulness of staff members

d) Location accessible by client population

e) Long term treatment plans

f) Short term treatment plans

4.44 Description of Instructional Strategies

Instructor presents information to class followed by class discussion. Each group is assigned to work together to design descriptions of all the substance abuse related services in a selected twenty-five mile radius. Data is to be gathered by personal visits and phone calls.

The lecture/discussion consumes one three-hour class period. The assignment can be completed in one week.

4.45 Evaluation Process

Quality of project evaluated by instructor. Students rate the quantity of input of each group member.

4.5 Module 5 Funding Procedures and Resources

4.51 Rationale

The purpose of Module 5 is to enable participants to acquire funding for new programs or add services to existing programs via the writing of proposals.

4.52 Instructional Objectives

4.521 Terminal Objectives

a) Writing a proposal to request funding for a program of interest to student.

b) Awareness of the procedures for acquiring funds.

4.522 Interim Objectives

a) Contact with local and state funding representatives.

b) Ability to research actual need for a specific program.

4.53 Description of Instructional Content

a) Assessment of community need and support.

b) Where to begin search for funds.

c) Methods for pre-determining the likelihood that funds will be made available for your type of program.

d) Assistance and support from other agencies.

e) Legal support or lack of it for your type of program.

f) Support from local and state elected officials.

g) Contents of proposal.

h) Proposal language.

i) Budgeting and staffing.

4.54 Description of Instructional Strategies

During the first class in this module a guest speaker from the state funding office for substance abuse programs will describe the state requirements for an acceptable proposal, list the types of programs for which money is likely to be available and describe the correct procedure for submitting a proposal to the state.

The instructor will add necessary information for students to begin formulating their proposal plans.

For the remainder of this class session, the students will work in small groups with facilitators, the instructor and the guest speaker available to provide specific information to individuals.

The remaining two classes will be conducted with the instructor providing general information about proposal writing for the first hour of each class. Students will work in groups and can receive specific help from instructor and facilitator.

4.55 Evaluation Process

Quality of proposals will be evaluated by instructor.

Students are asked to fill our a standard university assessment form regarding the instructor's qualities in teaching.

5.0 CONCLUSION

5.1 Evaluation

Students were provided with a list of performance objectives at the beginning of the course (see 3.4 Assessment System/ Evaluate Performance). Grades in each of the five areas were averaged to determine the final grade for the course.

Course and instructor(s) were evaluated via a written description by students stating their opinions (see Appendix A.4) and by the Department of Education's course evaluation form.

5.2 Summary

Seminar in Substance Abuse was designed to assist persons in manpower agencies by increasing their abilities to work effectively in providing services to persons who are substance abusers.

5.3 Recommendations

Courses in basic listening and interviewing skills should be a prerequisite for this course as the allocated time available to emphasize those helping skills is not sufficient. The entire third module could be directed toward developing skills especially effective in helping substance abusers.

APPENDIX A.1

DRUG I.Q. TEST

This is a simple survival test. In it, we've asked about drugs now circulating on the street, so that you may effectively judge how much you really know.

1. Which is the nation's number one drug killer?
   A. barbiturates
   B. alcohol
   C. heroin

2. Which of the following is deadly when ingested in moderate amounts?
   A. chloral hydrate
   B. ethyl alcohol
   C. hallucinogens

3. What do Mexican Reds refer to?
   A. Tunials
   B. Seconals
   C. Amytals
   D. Nembutals

4. The fastest-acting barbiturate with the shortest duration is
   A. amobarbital
   B. phenobarbital
   C. secobarbital

5. Which of the following is hallucinogenic?
   A. microdots
   B. Dexamyl
   C. Mr. Natural
   D. window pane
   E. orange sunshine
   F. purple haze

6. Which of these looks and smells most like marihuana?
   A. catnip
   B. oregano
   C. tea leaves

7. Which of the following has the greatest potential for overdose when mixed with alcohol?
   A. codeine
   B. crank
   C. blue birds

8. Which commonly prescribed drug has had its production quotas severely limited lately?
   A. amphetamines
   B. short-acting barbiturates
   C. non-barbiturate sleeping preparations

9. The more damaging vapor for inhalation is
   A. toluene
   B. nitrous oxide
   C. freon
   D. helium
   E. amy joys

10. In street jargon, "luding" implies the dropping of
   A. a certain type of upper
   B. a certain type of downer
   C. a certain type of hallucinogen

11. Psilocybin is a derivative of
   A. poppies
   B. Peyote Cactus
   C. Mexican mushroom

12. Most THC sold on the streets contains
   A. low-grade LSD
   B. animal tranquilizers
   C. tetrahydrocannabinol

13. Which of these is <u>not</u> a side-effect from using a dirty needle?
   A. hepatitis
   B. dysentary
   C. subacute bacterial endocarditis

14. A more potent form of marihuana is
   A. belladonna
   B. hashish
   C. wacky week
   D. liquid hash oil

15. Withdrawal pains cannot occur with
   A. smack
   B. mesc
   C. downers

16. Mexican Mud is a
   A. hallucinogen
   B. depressant
   C. narcotic

17. Cocaine's effects are that of a
   A. hallucinogen
   B. depressant
   C. stimulant
   D. narcotic

18. Which of the following possible cutting agents of street cocaine can be the most deadly if injected?
   A. lidocaine
   B. benzocaine
   C. tetracaine

19. The drug which has been used for centuries in American Indian religious ceremonies is known today as
    A. mescaline
    B. Peyote
    C. marihuana

20. Which of these substances is NOT commonly found in street acid?
    A. crank
    B. strychnine
    C. clinical LSD

21. "Tooting" and "snorting" are two different ways of taking drugs?
    A. True
    B. False

22. "Speedballs" and "goofballs" are the same thing?
    A. True
    B. False

23. Methaqualone has been sold on the street as
    A. Rorers
    B. Quaaludes
    C. Azzes
    D. Soapers
    E. Blue Tips
    F. Quads
    G. Paris

24. The Peace Pill is another name for
    A. angel dust
    B. phencyclidine
    C. PCP

25. Which of these is NOT a common side effect of phencyclidine?
    A. extreme paranoia and inability to cope with an emergency
    B. nervousness, nausea and vomiting
    C. deadening of limbs due to its anesthetic qualities

26. Today's street mescaline, in 99% of the buys, contains
    A. highly diluted mescaline
    B. THC
    C. LSD plus phencyclidine
    D. synthetic mescaline
    E. LSD

27. Which of the following block the effects of heroine?
    A. nalozone
    B. naltrexone
    C. methadone
    D. cyclazocine

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APPENDIX A.2

DEPARTMENT OF EDUCATION - OAKLAND UNIVERSITY
Student Perceptions of Teaching - Learning Effectiveness

This form is designed to assess your satisfaction with courses offered by Oakland University's Department of Education. The first ten items are concerned with your perceptions about self-development as a result of this course. Items eleven through twenty relate to the instructor's behavior and course content.

On the five point scale, ratings are to be interpreted as follows:

5 Highly positive; highest score
4 Positive
3 Neutral
2 Negative
1 Highly negative; lowest score

Part 1	HIGH				LOW
1. I felt motivated to perform at a high level in this course	5	4	3	2	1
2. I did related readings and/or discussed related topics outside of class	5	4	3	2	1
3. When people discuss topics in this field, I am better able to recognize when they are using good or poor arguments	5	4	3	2	1
4. When a question comes up in conversation, I can recall relevant information	5	4	3	2	1
5. I developed increased awareness of ways to confront problems in this field	5	4	3	2	1
6. In confronting new problems, I can use general ideas or techniques from the course to solve them	5	4	3	2	1
7. I maintained or increased my interest in the field	5	4	3	2	1
8. I developed significant understandings or skills in the field	5	4	3	2	1
9. I became aware of implications and applications of the subject matter in my own life	5	4	3	2	1
10. I played an active role, rather than a passive one, in mastering the content of this course	5	4	3	2	1

Part II	HIGH				LOW
11. Were the course objectives made clear to you?	5	4	3	2	1
12. Did the instructor appear adequately prepared for each class?	5	4	3	2	1
13. Was course content presented in ways which captured and maintained your interest?	5	4	3	2	1
14. Did the instructor appear sensitive to students' feelings?	5	4	3	2	1
15. Was the instructor willing to provide assistance outside of class?	5	4	3	2	1
16. Were opportunities presented for student participation in class (e.g. to discuss, ask questions, express opinions, etc.)?	5	4	3	2	1
17. Was the workload appropriate in terms of what you got out of the course?	5	4	3	2	1
18. Do the method(s) by which you are to be evaluated seem to be a fair assessment of what you have learned.	5	4	3	2	1
19. Overall, how would you rate the instruction in this course?	5	4	3	2	1
20. Would you be willing to take another course from this instructor?	5	4	3	2	1

APPENDIX A.3

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APPENDIX A.4

EVALUATION
MID-TERM

INSTRUCTOR _____

YOUR NAME _____

COURSE _____

1. Describe the value of the learning experiences you've had in this class.

2. What changes can the instructor make to improve this course?

3. What do you think the most beneficial part of the course has been?

4. List any topic areas that you would especially like to have discussed during the class.